**English Composition**

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| **EN1200.22**  Fall 2010  Vanessa J. Alander  **Highland Hall 039**  **Tuesday/Thursday 9:30-10:45**  Credits: 3 | Office: Reed House #9  Cell: 603.452.8444  Home: 603.367.1053 (before 9:00 pm please)  [vjalander@gmail.com](mailto:vjalander@gmail.com) (preferred method)  [vjalander@mail.plymouth.edu](mailto:vjalander@mail.plymouth.edu)  wiki: <http://composition22.wikispaces.com> |

**Essential Questions:**

Why do we write?

Who do we write for?

How do we write with meaning?

**Introduction:**

Writers learn to write by reading, and readers learn to write by writing. It’s all circuitous. You can’t write will, without reading well. So we will do both in this course.

Writing is a skill that you need the rest of your life. There will be no escaping it—sending e-mails, text, essay exams, memos, and more. In this course, you have write, write and rewrite. The major difference in this course is that you will have freedom in terms of what you will write. You will experience how to discover topics of writing that are meaningful to you. You will also learn how to make an assigned topic your own. You will also revise; quite different from editing/proofreading. You will learn to know the differences between revision, editing, and proofreading.

This course will help you to discover the inherent power that you, as a writer, posses and learn how to harness it to improve your writing. You are expected to bring your writing to a level that it is polished and publishable. You will then share your writing throughout the writing process with the community of writers in class. Also, you will receive and give thoughtful and critical critiques about your writing and your peers.

The ability to read critically is a skill that you will learn. This helps you to become a more thoughtful and deeper reader of your own work. You will combine all of this knowledge with your own experience and connect to the wider world (political, social, scientific, historical, etc.). Through multiple drafts. Conferences, and readings of your work, you will think deeper about your own writing and readings. This is to help prepare you for the personal and academic writing you will do while here at university and in life. Your words need to have your voice, and you will learn how powerful that voice may be.

**Course Policies**

**Objectives:**

* This course will give students the knowledge base and develop the positive habits of all successful writers in college and beyond.
* Give students the opportunity to practice informal, formal and creative writing skills.
* Develop a topic for writing from the kernel of an idea to a fully developed, well written, and grammatically correct final piece of writing.
* Understand how to become one’s own editor and revise drafts of writing to make them increasingly clear and effective.
* Students will discover their own unique voice and understand how to apply it to their writing.
* Utilize the library and the sources in it to integrate into a research paper.
* Students will develop an ease and comfort level with sharing their written work aloud in front of their peers and with giving and receiving critical feedback.

**Required Texts:**

Hacker, Diana. *A Writer’s Reference, 6th edition*. Boston: Bedford/St. Martin. 2009. Print.

Copies of essays (handed out throughout class)

Class wiki found here: <http://composition22.wikispaces.com/>

**Evaluation:**

A majority of your writing will *not* be directly assessed in this course; however, your attention, dedication, effort and persistence in your writing will be assessed. Your Portfolio, will be assigned a grade, that we, as a class, will create the assessment guidelines together. Also, your Multi-Genre paper will be assessed a grade to help you determine your progress in your writing.

The rest of the grade breakdown is as follows:

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| **Weekly Writing:** | **10%** (two missed will result in a zero for this category) |
| **Genre Papers:** | **20%** (Personal Narrative, Argumentative, Collaborative) |
| **Multi-Genre Project:** | **30%** |
| **Portfolio & Reflective Paper:** | **40%** |
| **Attendance/Participation:**  **&**  **Writing Conferences** | Missing 2 classes will result in a 1/3 grade drop (B- to C+)  Missing 4 classes will result in a full grade drop (B- to C-)  Missing 5 classes will result in your failure from this course |

**Important Reminders:**

* ***No late papers will be accepted***. You will receive a zero (0) for this assignment.
* If there is no author’s note attached to your paper, it will receive a zero (0).
* Attendance in class and at conferences is expected and required. There is no difference between an excused absence and an unexcused absence. More than five absences will result in a failing grade for this course.
* Bring all drafts and copies of papers completed to date to each and every class.
* Class will start and end on time. Being tardy is rude. If you make a habit of arriving late for class, points will be deducted from your final grade.
* During class, please turn off all electronics (cell phones, iPods, etc.).

**Late Paper Policy:**

Late papers will not be accepted. Also, if a class day is devoted to revision, peer writing, or is a workshop day and you do not have a piece of writing with which to participate, you will be asked to leave and the missed day will count as an absence. Papers not handed in on-time will receive zero a (0). You must be IN CLASS to turn a paper in.

**A Quick Note About Excuses:**

Computer-related excuses will not be accepted. We all have to deal with the multitudes of difficulties when it comes to technology. You should always back up your work in multiple places. Computer crashes, lost thumb drives, running out of printer ink, electronic failures, etc, will not excuse you from having to produce a final document in time for class. Please arrange your time accordingly.

**Classroom Participation and Attendance:**

This class is heavily dependent on your participation through classroom discussions of the readings, peer writing critiques and quick writes. It is expected that you will participate fully and will contribute thoughtful and meaningful information to the discussion. This is a writing workshop course and as such your daily and thoughtful participation is necessary and required.

As this is a writing course and a considerable amount of time is dedicated to writing and revision in class, more than five (5) absences will result in a failing grade for this course. Three absences will result in a decrease in a full grade (for example, from a B to a C) for your final grade. If you have a situation arise, as we all do, please contact me as soon as possible. Contact information is listed above. Participation and attendance will be tracked. If you attend class but do not actively participate on some level, your grade will reflect this.

**Using Sources Responsibly:**

Part of this course involves finding, evaluating, and using sources to improve the reach and impact of what you write. The “Hacker” carefully outlines how to use sources appropriately and effectively. If you ever have a question regarding how to find, evaluate, or credit borrowed material, you should do three things. First, consult your *Hacker to* find an answer. Second, ask me or the instructor in your course about your question. Finally, beyond your work in this course or others at PSU, look to professional guidelines, rules, or handbooks that will guide the specific use of sources in a particular discipline or field. Lamson Library is also an invaluable source for all source and documenting questions as well as the Writing Center. If I suspect your paper of plagiarism, I will investigate and refer, if a valid claim, to the Academic Integrity Board.

**Academic Support Services:**

The Writing Center uses a non-directive method when consulting with writers. They do not offer judgment or evaluation of writing, but ask many genuine questions to help you think more deeply about what you are trying to say in your writing. They will share a paper’s effect so the writer can consider whether the paper works as intended. They will suggest techniques and methods for revising, re-writing and polishing drafts.

**Tutoring Help and Differing Abilities**

If you are a student with a documented learning issue who will require accommodations in this course, please register with the PASS (Plymouth Academic Support Services) office for assistance in developing a plan to address your academic needs. Students who are already registered and wish to receive accommodations in this course are strongly encouraged to share their Accommodation Letter with me.

**Course Procedures**

**Author’s Notes:**

Authors notes are notes from the author to the reader of his/her piece of writing. They introduce the piece of writing, describe its composition process, and lay the groundwork for response from peers and/or the instructor. Authors notes are required on all pieces of writing, including weekly writings. These notes may range from two paragraphs to a page and a half in length. More information regarding authors’ notes will be handed out before your first weekly writing assignment is due. Please take note: without an author’s note, your paper is incomplete.

**Conferences:**

On the first day of class, you will sign up for a timeslot for a writing conference. These will be held every Tuesday and Thursday throughout the length of the semester. Your group may contain students from the other section I am teaching this semester. Each student will sign up for a 15-minute writing conference with me each week.

You will sign up with two to three other students. Conference sign-ups will happen on the first day of class. You should bring a complete draft of a piece of writing that you are currently working on for this course to each conference. This time is for you and to develop your skills as a writer. It is expected that you will take control of this conference. As a writer, you should be able to answer the following questions and more regarding your piece of work.

* + - * What questions do you have about this paper?
* How close is it to completion?
* What problems have you encountered with this draft?
* What is one aspect that you are having trouble with? What doesn’t seem to be working in the piece? What do you see as a weakness in the piece?
* What is one area of the paper that you are proud of?
* What ideas do you have for revising this piece? Do you see an area that you could explode/expand upon?

Conference attendance and participation is ***mandatory***. Failure to produce a draft prior to the conference does not excuse you from attending. This is a unique opportunity to discuss your writing with other writers. This is often relayed to me as being *the most important* part of this class. It is imperative you attend these conferences. Your absence will be reflected heavily in your grade (*see* evaluation section for more details).

It is expected that you will visit the Writing Center at least once. This visit will count as your attendance at the weekly writing conference. You need to let me know *before* you visit and bring me a copy of the form that they will fill out with you after your conference. This conference note also needs to be attached to all drafts of this piece of writing in the future. Failure to visit the writing center will be reflected in your grade.

**Written Response to Readings/Online Component:**

This course has an online component through WikiSpaces, our online course content. You will need to create an account and request member within 24 hours of our first meeting. We will review this process in class on the first day. All responses to the readings will occur on our wiki.

You are required to post a thoughtful, fleshed out, 300 words (about one page) response each week. Most weeks, it will be about the readings. Other weeks, I may write a prompt. You also need to respond *thoughtfully* to two other students. This is not a “Wow, I totally agree with you,” type of response. You can say this, but must add more.

**The class wiki is located at:** <http://composition22.wikispaces.com/>

**Event Papers:**

Students are required to attend two cultural events on campus. Prior approval of the event is needed. This may be done via a conversation, e-mail, or phone call with me. Two write-ups of your attendance at these events are required and need to be handed in as two separate weekly writing assignments. The must be done and if not will reflect negatively on your weekly writing grade.

**Weekly Writing:**

Every Thursday, students will pass in 3-5 pages of their own, original writing (except where noted in the assignment outline that follows). Revisions and new drafts of the same piece may be submitted multiple times as long as it is visible that ***major work*** has been invested in the original piece. Topics, most weeks, will be chosen by you and refined in conferences and in class.

Papers should be typed, double-spaced with font either 11 or 12 point. Margins should be no larger than one inch. Font style should either be Times New Roman or Calibri (or something similar). Please do not use Ariel or New Courier. Not turning in weekly writings or not putting your full effort into your weekly writing will be evident and will affect your grade poorly.

**Collaborative Paper:**

You will receive detailed written instructions prior to beginning this project. You will work with two other people on this paper. Each group will meet with me in conference and it will be written entirely in class. A detailed assignment sheet will be provided.

**Multi-Genre Argumentative, Final Portfolio:**

You will receive detailed written instructions prior to beginning each of these papers. A detailed assignment sheet will be provided for each individual assignment.

**Final Exam:**

Instead of a final exam, you will be expected to read a selection of your writing in front of the large group. Attendance is mandatory, and being absent may result in failing the course. There will be time to read your work each week. You are expected to read at least once before the final reading.

**Course Calendar**

As a helpful tip, most readings are due on Tuesday and Weekly Writings are due on Thursday. Also, this course guideline is not set in stone. It can, and most likely, will be altered, amended, changed and revised.

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| # | T/R | Date | Topic | Reading | Assignment Due |
| 1 | R | 9/2 | What is Writing? | n/a | n/a |
| 2 | T | 9/7 | Reading Strategies | **King**: What Writing Is  **Lamott**: Getting Started | Wiki Discussion |
| 3 | R | 9/9 | On-Demand Writing | n/a | Weekly Writing 1 |
| 4 | T | 9/14 | Personal Essay | **Hall**:On Reading Essays | Wiki Discussion |
| 5 | R | 9/16 | Personal Essay | **Pausch**: Selection (video) | Weekly Writing (via G-Mail account) |
| 6 | T | 9/21 | Personal Essays, Idea development, Levels of Meaning | **Norton**: pp 92-97, 110-113  **Present Tense:** 145-148, 268-270, 300-302  Sample Student Paper | Wiki Discussion |
| 7 | R | 9/23 | Personal Essay, Revision | n/a | Event Paper 1  Vomit Draft of Personal Essay |
| 8 | T | 9/28 | Personal Essay, PWG | **Hacker**: pp 67-85 | Wiki Discussion, Revision Draft |
| 9 | R | 9/30 | Open Mic / Position Paper | n/a | Final Draft of Personal Essay |
| 10 | T | 10/5 | Position Paper | **Hacker** 37-85 | Wiki Discussion |
| 11 | R | 10/7 | Position Paper | **Patterns**: 679-700 | Weekly Writing  List of 3-5 topics |
| 12 | T | 10/12 | Position Paper | **Norton**: 404-406, 440-442  **Present Tense**: 347-349  **Handouts** (Singer/Babies) | Wiki Discussion,  Vomit Draft of Position Paper |
| 13 | R | 10/14 | Position Paper  Revision Activity | n/a | Weekly Writing |
| 14 | T | 10/19 | Position Paper | n/a | Wiki Discussion  Revision of Position Paper |
| 15 | R | 10/21 | Position Paper  Open Mic | n/a | Weekly Writing  Final Draft of Position Paper |
| 16 | T | 10/26 | Multi-Genre Project | **Hacker** 359-383 | Wiki Discussion  10 Questions you want to find the answer to |
| 17 | R | 10/28 | Multi-Genre Project | **Sample MGP** | Weekly Writing  1 pg rational for your MGP and plan |
| 18 | T | 11/2 | Multi-Genre Project | **BANRR**: 151-164  **Present Tense** 247-252 | Wiki Discussion  Vomit Draft of MGP |
| 19 | R | 11/4 | Multi-Genre Project  Revision Activity | n/a | Weekly Writing |
| 20 | T | 11/9 | Multi-Genre Project | n/a | Wiki Discussion  Revision Draft of MGP |
| 21 | R | 11/11 | Multi-Genre Project | n/a | Weekly Writing |
| 22 | T | 11/16 | Multi-Genre Project  Open Mic | n/a | Wiki Discussion  Final Draft Due |
| 23 | R | 11/18 | Portfolio | n/a | Weekly Writing |
| 24 | T | 11/23 | Portfolio | n/a | Wiki Discussion  Vomit Draft of Reflection Paper, Revision on your own (but include in portfolio) |
| 25 | R | 11/25 | No Class | Turkey Day Break! | n/a |
| 26 | T | 11/30 | Portfolio  Open Mic | n/a | Wiki Discussion  Final Portfolio |
| 27 | R | 12/2 | Collaborative Paper | n/a | Weekly Writing |
| 28 | T | 12/7 | Collaborative Paper | n/a | Final Portfolio Due |
| 29 | R | 12/9 | Collaborative Paper | n/a | Collaborative Paper Due |
| 30 | Final |  | Open Mic | n/a |  |